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| **Grade:** | | **Course:** | | | | | **Unit:** | |
| **Common Core/Essential**  **Standard #:**  **RL.6.6, RL.6.2, RI.6.2, RI.6.6, SL.6.1** | | **Description: Unit One:**  **“I Won’t Grow Up”** | | | | | **Instructional Days:**   1. **week** | |
| **Learning Targets:**   * **I can define/classify point of view** * **I can analyze how an author develops the narrator’s point of view by revealing thoughts, feelings, actions, and spoken words** * **I can define summary/summarization** * **I can define central idea/main point** * **I can define summary** * **I can compose a summary stating the key points of the text** * **I can participate in a discussion by posing questions, responding to questions, and elaborating on my own ideas and/or the ideas of others** | | | | **Recommended Resources:**  Biographical Information about the author, Avi on p. 566 in Holt textbook  “What Do Fish Have to Do with Anything” p. 557 in Holt textbook  Independent Reading: Nobody’s Family is Going to Change by Louise Fitzhugh | | | | |
| **Essential Terminology:**  **antonym**  **characterization**  **idiom**  **infer**  **inference**  **point of view**  **metaphor**  **summarize**  **symbol**  **symbolism** | | | | **Online (only links specific to this standard):**  [**www.familyhomelessness.org**](http://www.familyhomelessness.org)  [**www.NCTSNet.org**](http://www.NCTSNet.org)  [**www.nationalhomeless.org**](http://www.nationalhomeless.org)  [**www.childrensdefense.org**](http://www.childrensdefense.org) | | | | |
| **Essential Readings:**  **Holt textbook: “What do Fish Have to Do With Anything?” p. 557** | | | | | | | | |
| **Essential Question:**  **Do you accept most things at “face value”? When is it appropriate to question authority figures? What makes a story a “great” story?** | | | | | | | | |
| **Activating Strategy:**  **Show photo montage of homeless people. Describe what you see and feel to springboard into higher order thinking.** | | | | | | | | |
| **Suggested Instructional Tasks:**  **Informational text:**  **Read about blind fish in caves in the ocean. They maneuver with a heightened sense of touch. What other facts can you find and summarize that relate to the story’s title. Draw the outline of the fish and include the facts on the body of the fish.**  **Research causes of homelessness and services offered in our community.**  **List possible reasons why the mother is bothered by her son’s questions. What clues from the story lead you to believe that Willie’s mother is unhappy.** | | | | | | | | |
| **Literacy Component:** Reading  Discuss the metaphor related to Willie’s mother’s attitude and the blind fish in the cave.  How did you feel when you, the reader, learned that Mrs. Markham had called the police? | Writing  At the conclusion of the story, compare & contrast using a Venn diagram the similarities and differences between Willie , his mother, and the blind fish. | | | | Listening & Speaking  In some cities, people can be arrested for begging on the street. Is this fair? What is fair, in your opinion? Debate this question. | | | Language  Discuss various examples of symbols in our society. Examples include dove to represent peace, Uncle Sam to represent the U.S., and Peter Pan represents everlasting childhood. |
| **Summarizing Strategy:** | | | | | | | | |
| **Support for Differentiation:**  ELL  The author, Avi, gives advice to the reader. It is, “Don’t be satisfied with answers others give you. Don’t assume that because everyone believes a thing, it is right or wrong. Reason things out for yourself. Work to get answers on your own.” Is Avi’s advice good, or could it lead to trouble? | | | EC  Compose a dialogue between the mother and her son. Have the son explain why it is important to value the homeless man’s opinions. | | | AIG  Brainstorm ideas that would benefit the homeless in our community. Select two projects and devise steps that should be taken to implement the plans. The steps should include legal matters, logistics, etc. | | |

Sample Formative Assessment (aligned to Learning Target):

Submit your opinion related to the advice given by the author, Avi, on Edmodo following a group discussion.

Dialogue read to a small group for evaluation with a rubric as a guide.

Present findings related to the ideas to develop a community service project. Use a storyboard to present the necessary steps. A power point presentation will be the ultimate evaluation.